

**THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND
THEIR SPEAKING ABILITY AT THE SECOND SEMESTER OF
THE TENTH GRADE OF MA AL-FATAH NATAR
IN THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By

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ABSTRACT

This research focused on the correlation between students' anxiety level and their speaking ability. The objective of this research was to know whether there was a correlation between students' anxiety level and their speaking ability at the second semester of the tenth grade of MA Al-Fatah Natar in the academic year of 2019/2020.

The research methodology was used correlational research design. The population of the research was the students at the tenth of MA Al-Fatah Natar consisted of 101 students. The sample was chosen by doing cluster random sampling technique. The sample of the research was 30 students. In collecting the data, this research used two kinds of instrument, **the first instrument was Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire sheet, developed by Horwitz that contains of 33 items with 5 points Likert-Scale, they were strongly agree (SA), agree (A), neither agree (NA), strongly disagree (SD), and disagree (D). This questionnaire used to measure students anxiety level. The second instrument was speaking oral test. The students performed monologue one by one depend on the topic that they got.** Then the data was analyzed by using Pearson's Product Moment formula with SPSS (*Statistical Package for Social Science*) for hypothetical of test.

Based on the analysis of the data, the percentage obtained for the students' anxiety level was 20% students in high anxiety level, 37% students in medium anxiety level, and 43% students in low anxiety level. it can be seen that most of students were in low anxiety level. Then, the result of the hypothetical test showed that the value of significant generated $sig (P_{value}) = 0.000 < \alpha = 0.05$. It means that H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that there was a positive correlation between students' speaking ability and their speaking ability. While, based on the table r value interpretation, we could know that the r observed was high correlation because the value of r observed 0.701 was in the level of 0.600 – 0.800.

Keywords: *Anxiety Level, Correlation, Speaking Ability.*



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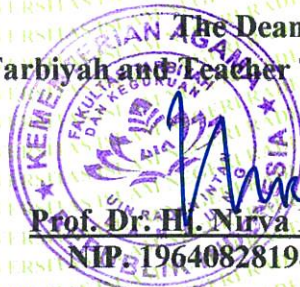
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MOTTO

وَقُلْ لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Meaning:

53. And tell to my servants: “Let them say better words (true). Surely, the devil causes strife between them. Indeed, the devil is a real enemy to man.”¹



¹Abdullah Yusuf Ali, The Holy Qur'an Arrabic Text with English Translation (New Johar Office Printer:India, 2006), p. 287

DECLARATION

The researcher is a student with the following identity:

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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

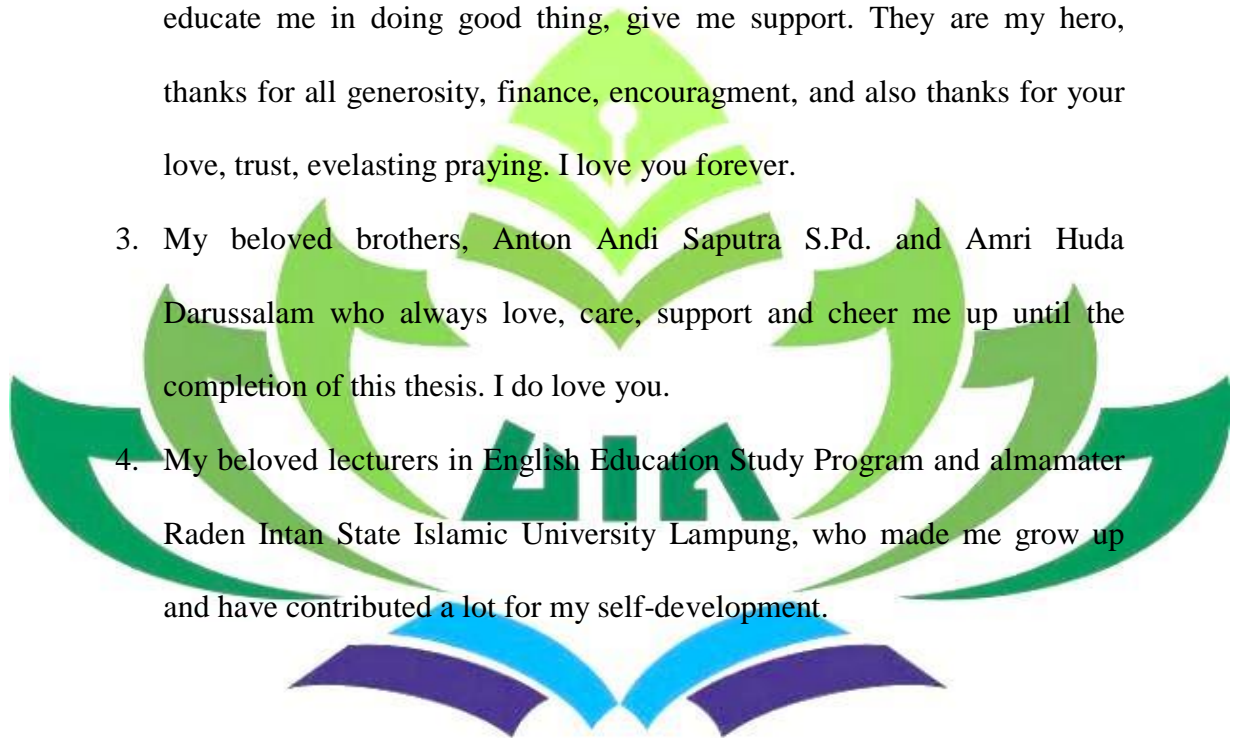
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DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Siswanto and Mrs. Sri Lestari who always educate me in doing good thing, give me support. They are my hero, thanks for all generosity, finance, encouragment, and also thanks for your love, trust, evelasting praying. I love you forever.
3. My beloved brothers, Anton Andi Saputra S.Pd. and Amri Huda Darussalam who always love, care, support and cheer me up until the completion of this thesis. I do love you.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed a lot for my self-development.



CURRICULUM VITAE

The name of the researcher is Dwi Nur Rohmah. She was born in Sidomulyo, on November 5th 1995. She is the second child of Mr. Siswanto and Mrs. Sri Lestari. She has two beloved brothers, their names are Anton Andi Saputra and Amri Huda Darussalam.

The researcher began her study in Elementary school at SDN 1 Sidomulyo in 2002 and finished in 2008. Then she entered Junior High School at Mts Guppi Karangsari and finished in 2011. After that, she continued her school at MA Al Fatah Boarding School, Natar and finished in 2014. After that she continued her study at Raden Intan State Islamic University Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGMENT

In the name of Allah, the most meaningful, the most beneficent. All praises be to Allah, the almighty God for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled “The Correlation Between Students’ Anxiety Level and Their Speaking Ability at the Second Semester of MA Al-Fatah Natar in the Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staff, who has given the researcher opportunity to study until the end of this thesis composition.
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7. Beloved friends, Diki Yonanda, Ismi Sakinah, Rizqi Agna Sari, and Istiqomah who always support and help her until completion this thesis, and thanks for your kindness.
8. All my best friends English Education 2014 batch. Especially students of class A who always cheer her up sincerely.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, September 2019
The Researcher

Dwi Nur Rohmah
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CHAPTER I INTRODUCTION

A. Background of Problem

Language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking of writing.² It is clear that language is very important for people. Language is used by people to communicate each other. Without language, people will have difficulties when they interact to each other. In short, language is a very important means of communication.

Language is a set of rules used by human as a tool of communication.³ People need language to look for and give benefit information to other people. In this case, language is a tool of communication for delivering message and idea from speaker to listener in an interaction. Thus, everybody needs language for extending their intention to others. English is learnt by many people around the world. People can communicate with other people from different country by using English. English as one of international languages that should be mastered by people from many countries in the world to communicate each other.

² M. F.Patel, Preveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*. (Jaipur. Sunrice. 2008), P. 27-28

³ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu Press, 2008), p.01

There are four skills that should be mastered in English, they are listening, speaking, reading and writing. The speaking ability became very important in the education field, students need to be exercised and trained in order to have a good speaking ability. Matthew says, "Speaking is any process in which people share information, ideas and feeling".⁴ It means, it is a way for students to express their knowledge, to share their feelings and to show their performance. When students express their knowledge and share their feelings to other people, they should speak clearly, fluently and accurately, so that people can understand what they mean. It means that students need ability or skill to become a good in speaking. In addition, based on Richard, he said that in speaking activities should focus on the function to use English well, so they can communicate in English.⁵ However, in speaking activities, psychological factor influences on students' reluctance to speak.

One of psychological factors that related to students' reluctance to speak is anxiety⁶. Scovel stated that anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self doubt, apprehension, or worry.⁷ It means that anxiety is a factor of obstacle in speaking that should be avoided or decreased by students. Most of the students in language learning will have different experience of anxieties that make them better or worse during

⁴Matthew, C. *Speaking So lutions*, (New York: Prentice Hall Regents, Pearson Education, 1994), p. 45

⁵Richard, J.C. *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge Press University, 2008), p. 20.

⁶H. Douglas Brown. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. (Longman: Newyork, 2001), p. 3

⁷Scovel, T. *The Effect of Affect on Foreign Language Learning: A Review of The Anxiety Research, Language Learning*. 1978. Vol. 28, No. 1

English language lessons. Anxiety here means that anxious children often have to exert more effort to perform well because they are trying to manage their anxiety while executing a task. It occurs when students feel anxious, nervous and afraid of expressing their feelings.

Based on the interview to an English teacher of the eleventh grade of MA Al-Fatah Natar, she is Mrs. Siti Ulyani S.Pd: “The students had some weaknesses on speaking. It indicates when the students speak they took much time to generate their ideas. Because usually they learn just depend on the materials in the book. They have not practice a lot about speaking. Then some of them, they do not have self confidence when speaking English in front of their friends. In addition, some students were shy or afraid to practice speaking, they do not have braveness and afraid are being mocked by their classmate or receive less favorable criticism from the teacher.⁸ It means that students found difficulties to develop the idea in their speaking and felt worried when they speak up in the classroom. In addition, the researcher interviewed some students of the tenth grade, the students told, they were still difficult to express their ideas orally, they had lack practice speak in front of the class.

⁸Siti Ulyani S.Pd. *English Teacher of MA Al-Fatah Natar, july 2018, (an interview)*, unpublished

Table 1
The Data of Preliminary Research of Speaking of the Tenth Grade of
MA AL-Fatah Natar the Academic Year of 2018/2019

Standards of Scoring	Range of score	X MIA A	X MIA B	X IIS A	X IIS B	Total
Excellent	80-100	2	3	1	2	8
Very Good	73-79	4	6	2	4	16
Good	65-72	2	3	1	3	9
Average	60-64	9	11	15	15	50
Poor	56-59	2	3	4	5	14
Very Poor	≤ 55	1	0	2	1	4
Total		20	26	25	30	101

Source: Teacher Documentation of the Tenth Grade of MA AL-Fatah Natar

Based on the table above, 8 students who got excellent score from X MIA A and B, X IIS A and B, 16 students who got very good score from X MIA A and B, X IIS A and B, students who got most average score is X MIA B, X IIS A and B. In addition, the class who get poor score is 14 students from class X MIA A and B, X IIS A and B, 4 students who got very poor score from X MIA, X IIS A and B. From the table above, the class who most got score good enough is from X MIA B and X IIS B. It can be seen that achievement of students' speaking ability from MA AL-Fatah Natar was not optimal yet and should be increased.

Based on the interview from the teacher and the students, the students experienced some difficulties in speaking English. Because the learning condition was unpleasant and less attractive, students become unmotivated to speak in the class. In addition, the students seem to be confused in speaking because their vocabulary was low and they could not think the words that should be said. Moreover, students also lack of interest to practice speaking

English because they have less of self-confidence and lack of mastering English.

Based on the explanation above, the researcher assumed that anxiety and speaking have an important part in English. Therefore, the researcher would like to know about the correlation between students' anxiety level and their speaking ability and the researcher purposes the research title is: "The Correlation Between Students' Anxiety Level and Their Speaking Ability at the Second Semester of the Tenth Grade of MA Al-Fatah Natar in the Academic Year of 2019/2020".

The first relevant study was conducted by Restuwati Azhar (2017) in her S-1 thesis entitled "The Correlation Between Students' Speaking Anxiety and Their Speaking Ability. The study was showed that there was a negative and significant correlation between students' speaking anxiety and their speaking ability (significant value= $0.011 < 0.05$). It was also found that the two variables were moderately correlated (correlation coefficient= -0.517). It means that the increase of the students speaking anxiety will be followed by the decrease of the students' speaking ability. Her research used correlational study. The data were collected by two techniques. The first technique was distributing questionnaires to measure the students' speaking anxiety. The

second technique was collecting students' speaking score from English teacher. Then, the data collected were analyzed by using Pearson correlation.⁹

The second relevant study was conducted by Yuliana Mauludiyah (2014) in her S-1 thesis entitled "The correlation between students' anxiety and their ability in speaking class". This research was conducted at 4th semester students of English department at IAIN Tulungagung in academic year of 2013/2014. On taking the sampling, the researcher used purposive sampling which helps to get the data needed. The population was the all fourth semester which consist of five class A-E, this research used correlation design with quantitative approach. The writer used two kinds of instrument. they were questionnaire and speaking test. For the result, there was positive correlation in very low correlation. But the hypothesis testing showed there was no correlation between two variables, because $N.Sig > 5\%$, so it means H_0 accepted and H_a rejected.¹⁰

The third relevant study was conducted by Dyah Ari Cendani (2018) in her S-1 thesis entitled "Students' Anxiety Level in Speaking on General English Class A Case Study at English Teacher Education Department at UIN Sunan Ampel Surabaya". This research explains that the researcher only focuses on the students' anxiety level and the factor of the students that influence in first

⁹ Restuwati Azhar, *The Correlation Between Students' Speaking Anxiety and Their Speaking Ability* unpublished, Malang, University of Muhammadiyah Malang, 2017.

¹⁰ Yuliana Mauludiyah, *The correlation between students' anxiety and their ability in speaking class at fourth semester students of English department of IAIN Tulungagung*, published, State Islamic Institute (Iain) Tulungagung, 2014. [http://repo.iain-tulungagung.ac.id/1267/1/THE correlation between students.pdf](http://repo.iain-tulungagung.ac.id/1267/1/THE%20correlation%20between%20students.pdf)

semester of English Teacher Education Department in UIN Sunan Ampel Surabaya. This research used qualitative method. The finding shows that the majority of the students' anxiety level in speaking at General English class was in medium level. The most common factors that influences anxiety levels of students in speaking was categorized into the fear negative evaluation, which means that students are fear negative evaluation from the teacher when speaking in front of the class.¹¹

However, there are differences between this research and the previous research. The difference is on the research design and the subject that used. The difference also exists on the focus of the research. In this research, the researcher focused on anxiety level of students. In the previous research, the researcher using difference research design, it was descriptive qualitative method and looking for analyze whereas this research used correlational research (quantitative method), therefore the researcher conducted a research entitled: *The Correlation Between Students' Anxiety Level and Their Speaking Ability at the Second Semester of the Tenth Grade of MA Al-Fatah Natar in the Academic Year of 2019/2020*".

¹¹Dyah Ari Cendani, *Students' Anxiety Level in Speaking on General English Class*, published, Surabaya, State Islamic University of Sunan Ampel Surabaya, 2018. http://digilib.uinsby.ac.id/25154/7/Dyah%20Ari%20Cendani_D05213006.pdf

B. Identification of the Problem

Based on the background of the problem above, there are some problems:

1. Some students were afraid and shy in expressing their idea.
2. Students were worried about making mistake in speaking class.
3. Many students considered that speaking was difficult subject to learn.

C. Limitation of the Problem

Based on the identification above, the researcher focused on the correlation between two variables are students' anxiety level and speaking ability in practicing of monologue in speaking skill at the second semester of tenth grade at MA AL-Fatah Natar in the academic year of 2019/2020. In this research, the researcher took the material about describing people by using simple present tense with three topics "my family, my best friend and about me".

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher can formulated the problem as follows; "Is there any significant correlation between students' anxiety level and their speaking ability at the second semester of the tenth grade of MA Al-Fatah Natar in the academic year of 2019/2020?"

E. Objective of the Research

Based on the formulation of the problem above, the objective of this research was to find out whether there is any significant a correlation between student's anxiety level and their speaking ability at the second semester of the tenth grade of MA Al-Fatah Natar in the academic year of 2019/2020.

F. Use of Research

Based on objective of the research above, the use of research is as follow:

1. Theoretically to enrich new theory to English teacher of MA Al-Fatah Natar about the correlation between students' anxiety level and their speaking ability.
2. Practically:
 - a. For the teacher, this study hoped to help teachers to decrease student's anxiety in speaking ability.
 - b. For the students, it is expected that this research could provide useful input in improving the quality of learning in the school.
 - c. For the school, it is expected that this research give motivation to observe in teaching english, especially in teaching speaking.
 - d. For other researcher, the result of this research is expected to be one of resources to get the larger knowledge and experience about the correlation between anxiety level and speaking ability.

G. Scope of the Research

In this research, the researcher included some kinds of information as the scope of the research. They were as follows:

1. Subjects of the Research

The subject of the research was the students at the second semester of the tenth grade at MA Al-Fatah Natar.

2. Object of the Research

The object of the research was the correlation between students' anxiety level and their speaking ability.

3. Place of the Research

The research was conducted at MA Al-Fatah Natar.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Speaking

a. Definition of Speaking

According to Thornbury, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.¹² While Rebecca states that speaking is the ability to express oneself in life situation or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.¹³ From the statement, it can be concluded that speaking is an act of producing words to express the ideas in other words. In addition, speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform and to persuade a message.

According to Jeremy, good speaking activities can and should be extremely engaging for students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it.¹⁴ It means that

¹²Scott, Thornbury. *How to Teach Speaking*. (Malaysia, Longman, 2005) p.1-2

¹³Rebecca Hughes, *Teaching and Researching Speaking*, (London: Pearson Education, 2002) p.6.

¹⁴Jeremy Harmer, *How to Teach English*, (new edition), (London: Longman, 1998), p. 123.

the main purpose of speaking is to deliver something that make interest student so that the student will enjoy in teaching and learning process.

Based on the theory above, it can be concluded that speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts to inform, to entertain and to persuade the interest student in teaching and learning process.

b. Types of Speaking

There are many types of classroom speaking performance which can be used in teaching speaking. Teacher can give drill and ask students to make a dialogue whether transactional or interpersonal. Besides, students are asked to give oral report short speech. According to Brown there are six types of classroom speaking performance, namely:¹⁵

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice and axonation contour or try to pinpoint a certain vowel sound.

¹⁵H. Douglas Brown. *Teaching by Principles: an interactive Approach to Language Pedagogy*. (second edition), (Longman: Newyork,2001). p. 270-271

2. Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or students initiated questions or comments. There replies are usually sufficient and do not extend into dialogues. Such as, can be meaningful and authentic.

T : How are you?

S : Preety good, thanks, and you?

T : What is the main idea in this essay?

S : The united nation should have more authority.

S1 : So, what did you write for question number one?

S2 : Well, I wasn't sure, so I left it blank.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language. Conversation, for example, may have more of a negotiation nature to them than do responsive speech:

T : what is the main idea in this essay?

S : the united nation should have more authority.

T : more authority than what?

S : than it does right now

T : what do you mean?

S : well. For example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : you don't think the UN has that power now?

S : obviously not. Iraq is still manufacturing nuclear bombs.

Such conversations could readily be part of group work activity as well.

5. Interpersonal

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

6. Extensive (monologue)

A speech that one character delivers aloud to express his or her inner thoughts.

Monologue examples are most frequently found in in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁶

From several types of speaking above the researcher focused on extensive (monologue) because by using the monologue the researcher got information from the content to be delivered. Besides, the purpose of this monologue was to express his or her collection of thoughts and ideas aloud. Thus, in this

¹⁶Ibid, p. 271-274

research the instrument of speaking was narrate about 'my family, my best friend, and about me'. The time allocation about three minutes.

c. Concept of Speaking Ability

Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing meaning. Linse states that when children begin speaking, they experiment and play with the utterance that is made to form words and phrases. As they grow, children integrate these words and structures into their real and imaginary play.¹⁷ It means that the speaking ability can develop their growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability, but in reality, the students are still difficult to increase their speaking ability.

¹⁷Caroline T, Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p.46

Speaking is very important that we have to learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistakes will generally be more active, but with many errors that could become hard to break habits. Students may take a long time to speak confidently their English often contains fewer errors and they will be proud of their speaking ability.

Furthermore, speaking ability is also one language that will be learned and developed when studying a foreign language.

Speaking ability is not only based on the time where the students will study about speaking for a long time but also it is based on their habitual to speak English, they must practice in their daily activities because speaking ability is verbal intelligence. The ability to speak English is very important for the students because speaking is the basic language skills for communicating and the ability to speak well will make the

students can easily follow the progress of globalization.¹⁸

Speaking is one of four skills of language and it has an important role in daily life because it is the main skill in communication. Welty states that speaking must fulfill these criteria, there are pronunciation, fluency, grammar, vocabulary, and comprehension.¹⁹



Based on the explanation above, the researcher concludes that the speaking ability is the ability to express ideas, opinions, feelings, and experiences to communicate indicated by good performance of such aspect as pronunciation, grammar, vocabulary, fluency, and comprehension. That means speaking is very important in daily activities because we can react to order person and situation, express our ideas, though and feel through spoken language.

d. The Components of Speaking Ability

¹⁸ Littlewood. *Communicative Language Teaching*, (Cambridge: University Press, 2004).p.21c

¹⁹ A. Don Welty and Doroty R, *The Teacher Aids in the Instruction Team*, (New York: Mc. Grew Hill, 1976), p. 159

Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking ability:

1. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning that, the students need to have plenty of vocabularies. Vocabulary comprises the right and appropriate use of word. One of the extreme aspects that supports speaking in English is vocabulary. Hornby states that vocabulary is the total number of words in a language.²⁰ It seems that vocabulary plays an important role in speaking. Without an extensive vocabulary we will be unable to have learned.

2. Grammar

Grammar means the ability to use sentence in general and structural use. Grammar is important aspect in speaking. If we do not know the appropriate grammar in sentence, the listener will be doubt for what we have said. Grammar is one of the language components. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is speaker etc.

²⁰Hornby. *Oxford Advanced Learner Dictionary of Current English*. (Oxford University Press. 1995). p. 1331

3. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to makes someone easy to understand what he or she said.²¹

4. Pronunciation

According to Marianne Celce-Murcia, pronunciation is a characteristic of the huge potential that only a small subset of sounds is systematically used in speaking any one language.²² To make our communication accepted by our listeners. It is better for us to pronoun the words clearly, especially with the that has most similar pronunciation such as

head (hed), and hate (heit), and the word that has similar formation such as “read” in the regular (pronounced ri:d) and in the regular (pronounce red).

5. Comprehension

The last speaking component is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or the knowledge of what a situation is really like.

²¹Hornby. 1995. *Ibid.* p. 451

²²Marianne Celce and Murcia Lois McIntosh. *Teaching English as a Second or Foreign Language*. (Los Angeles: University of California: 1987). p. 84

Based on the explanation above, it can be concluded that there are five components of speaking ability. They are vocabulary, grammar, fluency, pronunciation, comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand it. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people understand us. Good pronunciation is also necessary for our communication. Therefore, all of components are needed to produce spoken well and make good communication.

2. Concept of Anxiety

a. The Nature of Anxiety

Anxiety is a psychological problem as indicated by attitude worry about something perceived poorly by individuals. Anxiety is one of negative feeling that someone having in certain time. Commonly anxiety can be identified as kind of insecurity, worry and fear of something unclear.

There are several definitions of anxiety which are found by the researcher. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”.²³ It means that people are naturally feels anxious when they are threatened.

²³Neil R. Carlson and William Buskist, *Psychology: The science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

According to Brown, anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry.²⁴ **It means that anxiety is a factor of hindrance in speaking that should be avoided or decreased by students. Because if the the students feel frustation and worry when speak in the class, they will not get satisfied result.**

Although anxiety and fear sounds similar, both are actually different. Halgin describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.²⁵ It means that **there is an overall basic distinction between fear and anxiety. Anxiety is unpleasant emotional state with qualities of apprehension and uneasiness. Fear is similar to anxiety except that fear has a specific object.**

Student anxiety disorders are at an all-time high, making it increasingly important for teachers to know how to recognize and respond to students with anxiety. Student anxiety can be interpreted as an unpleasant emotional state of students which is characterized by discomfort, worry, unwarranted fears that undesirable things will occur when students face the lesson.²⁶ Students

²⁴H. Douglas Brown. *Principles of Language Learning and Teaching*. (4th Ed) (San Fransisco: Addison Wesley Longman, Inc. 2000), p. 150

²⁵Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Prespectives on Psychological Disorder*, (New York: McGraw-Hill, 2007), p.144

²⁶Padmadewi, *Anxiety in Second Language Learning causes and solutions*, Journal of Education and Research, Vol.1. 1998

with anxiety tend to suppressed and difficult in communicate with others. Because they always think doing something wrong.

From the definition above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future. Then, students' anxiety is an unpleasant emotional state of students which is characterized by apprehension, tension, discomfort, unwarranted fears that undesirable things will occur when students face the lesson. This anxiety can be described that someone having low-self confidence, so that they can't get maximal of their life.

b. Anxiety Factors

In addition, Brown states that there are three components of foreign language anxiety that have been identified in order to break down the construct into researchable issues:

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;
2. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and
3. Test anxiety or apprehension over academic evaluation.²⁷

a) Communication apprehension

²⁷H. Douglas Brown, *Op, Cit* p. 151

In communicating, speaking skills are very important to make others understand what we are talking about. Someone who likes to speak especially a foreign language must have knowledge of the language better than a quiet person. According to Horwitz, communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension.²⁸ It means that, **people with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages. In language classes, students are required to communicate with each other and sometimes asked to speak in groups, or in public. In short, communication apprehension is a feeling of fear or anxiety about a situation in which one must communicate, especially when the communication act take place in a public forum.**

b) Fear of negative evaluation

²⁸Elaine K. Horwitz, et.Al. *Foreign Language Classroom Anxiety*, The Modern Language Journal, Vol 70. No 2, 1986, p.127

Fear of negative evaluation defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that other should evaluate oneself negatively."²⁹ Furthermore, according to Nimaya fear negative evaluation is students' worries when receiving a negative correction from others. The students always think about the bad things they will get from teachers and peers.³⁰ In language classes, evaluation is not limited to a test taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the classroom. Students who fear negative evaluations from others may also develop language anxiety.

c) Test anxiety

Test-anxiety refers to a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure.³¹ Test anxiety associates with language anxiety because students hold unrealistic

²⁹*Ibid*, p. 128

³⁰NumayaNimat, "An Investigation of English Language Anxiety-Experiences of Undergraute Students in Banglandesh 2013., p. 22

³¹Elaine K, *Ibid*, p.127

expectations on language achievement. Every grade less than excellent, although viewed as a good grade for others, will be regarded as a failure for anxious students. Since tests are frequently used in language classes, students with test anxiety may also develop language anxiety. In short, **test anxiety is situations that make students feel anxious especially when performing formal tests or evaluation provided by the school.**

It can be concluded that, as a foreign language, we can not deny that English is not easy to learn by student in Indonesia. When the student study about it, they must be hard in learning process because they learn from the beginner. They have to learn how they can understand the language and communicate to express their feeling. The student who feels unbelievable in their self will make them worried to do more. If the students worry and don't want to speak when they are in speaking or foreign language class, they are may be do not chance to practice the oral skill (speaking) and feedback from the teacher whether they pass or not in learning language.

c. Types of Anxiety

Anxiety is one of the most common attitudes in most people who did not master in anything. Based on Horwitz, he said

that as many people in English study, researchers are examining one of the variables on psychology and education that has a negative effect on students.³² Three important anxiety distinctions are usually mentioned: 1) State-Trait Anxiety, 2) Facilitating-Debilitating anxiety, 3) Situation-Specific Anxiety.

1). State-Trait Anxiety

Huberty explained that there is a difference between state anxiety and trait anxiety. State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger.³³ It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

In other word the specific anxiety is experience that is considered an anxiety depends on the state, so that it is accepted as trait anxiety. While students who have high levels of anxiety will greatly affect their psychology so they can seriously hinder L2 fluency.

2). Facilitating–Debilitating Anxiety

³²Elaine K, Horwitz, Op.Cit, p.125-132.

³³Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009) p.31

Kleinman states that anxiety is divided into two types are facilitate and debilitating anxiety.³⁴ Facilitating anxiety means that something that makes it increasing and continues to affect the student's ability to develop in speaking for foreign language, while debilitating anxiety means that lowering anxiety levels felt by students, which can make anxiety levels decrease. Most research found an association between anxiety and student pretensions with anxiety levels affecting student achievement by raising awareness in the learning process. For that, teachers can have an effect on students' anxiety levels, because teachers can provide anxiety levels through some materials or tests provided so that teachers in haste can help students maintain sufficient, not too high or too low; because an appropriate level of anxiety acts a positive role and can motivate students to preserve their efforts in process of learning.

3). *Situation-Specific Anxiety*

Situations specific anxiety related to situations that make the anxiety increase in certain events that are being experienced. As in mathematics or in foreign language speakers, in this case anxiety arising from class or field observations. The point is the anxiety associated in a special situation that is

³⁴**Klein, F.** *Control group in Pharmacotherapy and psychotherapy evaluations.* (1997) Retrieved April 20, 2015 from the World Wide Web: http://www.apa.org/treatment/vol1/97_a1.html

caused by a certain thing such as reciprocity of teachers in the process of learning in the classroom. Therefore; the events that make students uncomfortable are new situations or changes that occur making a person will experience extreme panic attacks or anxiety in certain situations. Anxiety is not necessarily felt by others, for example some people are afraid and feel anxious if they are in a very dark place, but others feel extreme anxiety when they experience major changes in **their** life, or start new activities such as college entrance, and etc.³⁵

d. Symptoms

1) Anxiety Symptoms

Huberty described Anxiety symptoms as follow:



Table 2
The Primary Characteristic of Anxiety³⁶

Cognitive	Behavioral	Physiological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localized

³⁵**Majda Saidi, “ The Impace of Students’ Anxiety on Oral Performance “. Mohamed Khider University of Biskra, p. 26.**

³⁶Thomas J. Huberty, *Op. Cit*, p.32

		pain
Attention problems	Task avoidance	Rapid heart rate
Over sensitivity	Rapid speech	Flushing the skin
Difficulty solving problem	Erratic behavior	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunction - Distortion - Deficiencies	Withdrawal	Muscle tension
Atributional style problems	Perfectionism	Sleeping problems
	Lack of participation	Nausea
	Failure to complete task	Vomiting
	Seeking easy task	Enuresis

From the symptoms above, the researcher concluded that there are factors that can make people feel anxiety such as over sensitivity toward threat, lack of participation and rapid heart rate. Moreover, people who feel anxiety can experience cognitive, behavioral, and psychological symptom. When they are feeling anxious they may worry about something, avoid the task, headaches, muscle tension and etc.

e. Anxiety Level

According to Horwitz he said that to measure the height of anxiety students in speaking English called Foreign Language Classroom Anxiety Scale (FLCAS). This assessment can be

related to fears of communications, test anxiety, and fear of negative evaluation. This is to obtain anxiety level results for students of Horwitz's specific approach.³⁷

Meanwhile to measure how students' anxiety level Horwitz can be grouped into three categories are low, medium, and high level.³⁸ Based on his research anxiety can be seen in various categories that can be seen from the empirical perspective, student' gender, and how the level of student proficiency.

Horwitz said that the level of a person can be seen from a person's ability to respond a particular problem,³⁹ thus the researcher sees and observe each student to know the level they have from the category of each level which has been determined of the theory.

To be categorized the students into low-level anxiety here means that when students feel confident for the situation in their experienced so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. Then for medium-level anxiety means that students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition. So, they will also

³⁷Elaine K Horwitz, *ibid*, p. 126

³⁸**Horwitz, et.al., “Language Anxiety: From Theory and Research to Classroom Implications”, Foreign Language Classroom Anxiety. In E.K. Horwitz & D. J. Young, (1991). p.27-39.**

³⁹*Ibid*.

comfortable if they get a help and support from the others. The last high-level anxiety means that students feel unconfident on their capabilities that make them afraid to do something although in the imperative condition. They do not feel any dependency at all, so it will not show an exaggerated attitude to seek a support or expect for help.⁴⁰

3. The Correlation between Students' Anxiety Level and Their Speaking Ability

Speaking is a tool of communication to convey the ideas, messages and feelings to audience. Some students can use English; they learn English especially speaking at the first grade of senior high school. In fact, they cannot speak English well because some of the students have different level of anxiety in speaking. Anxiety is one of the factors that influence speaking ability. Anxiety refers to a fear feeling where the people uncertain or hesitant with their ability. It means that one of the major obstacle student have to overcome in learning to speak is anxiety. Students are afraid of making mistakes and shy to speak English. It can make the students are not getting maximal score in English subject. Both anxiety and speaking there are correlation, because when we speak or communicate with the others, we need to be brave to express the meaning that we used in our communication. In addition, Brown says communication apprehension arises from learners'

⁴⁰ Albert Bandura, "psychotherapist's anxiety level, self-insight, and psychotherapeutic competence", journal of abnormal and social psychology, 1956. Vol. 52, no. 3, May.

inability to adequately express mature thoughts and ideas.⁴¹ It means that students who cannot express their idea are caused anxiety. In addition, Gardner and MacIntyre (1993) in Lawrence Jun Zhang Maintain:

“Language learning anxiety is related to how an individual reacts in a nervous manner when speaking in the second language, and that the motivated individual is one who devotes considerable effort in activities to achieve his or her goal”⁴²

Based on the explanation above, it can be said that theoretically, the students who have a high level of anxiety will have a low speaking ability. Students who have a low level of anxiety will have a high speaking ability. Conceptually, there is correlation between anxiety level and speaking ability.

B. Frame of Thinking

Speaking is one of the subject that needed to be learned and practiced by the students in Indonesia. But some students still get difficulty to practice speaking. One of the problems that may influence students speaking material is the difficulty of speaking material itself. In addition another factor that may influence students speaking is psychological condition, in this case is anxiety. The students who are troubled with anxiety may feel incapable to achieve a good result on the test or task that the teacher gave. Thus, in a process of achieving a good result, the students would feel difficult to concentrate, to remember ideas and speak something new. Consequently, those negative

⁴¹H. Douglas Brown. *Op Cit*, p. 150

⁴²Lawrence Jun Zhang.. *ESL Students' Classroom Anxiety*. (Singapore: Institute of Education: 2001). p. 51

feelings will influence their practice. Hence, the researcher intends to know the correlation students whether students with high anxiety will get low score in speaking English, meanwhile the students with low anxiety will get high score in speaking English. Therefore, it can be said between anxiety and speaking have correlation. To know the students anxiety, it should be given questionnaire and ask the students to practice by English Language. The questionnaire is to prove students speaking anxiety.

C. Hypothesis

Based on the theories and explanation above, the researcher formulates the hypothesis as the follows:

1. H_a : There is positive correlation between student's anxiety level and their speaking ability at the second semester of the tenth grade of MA Al-Fatah Natar in the academic year of 2019/2020.
2. H_0 : There is no positive correlation between student's anxiety level and their speaking ability at the second semester of the tenth grade of MA Al-Fatah Natar in the academic year of 2019/2020.

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